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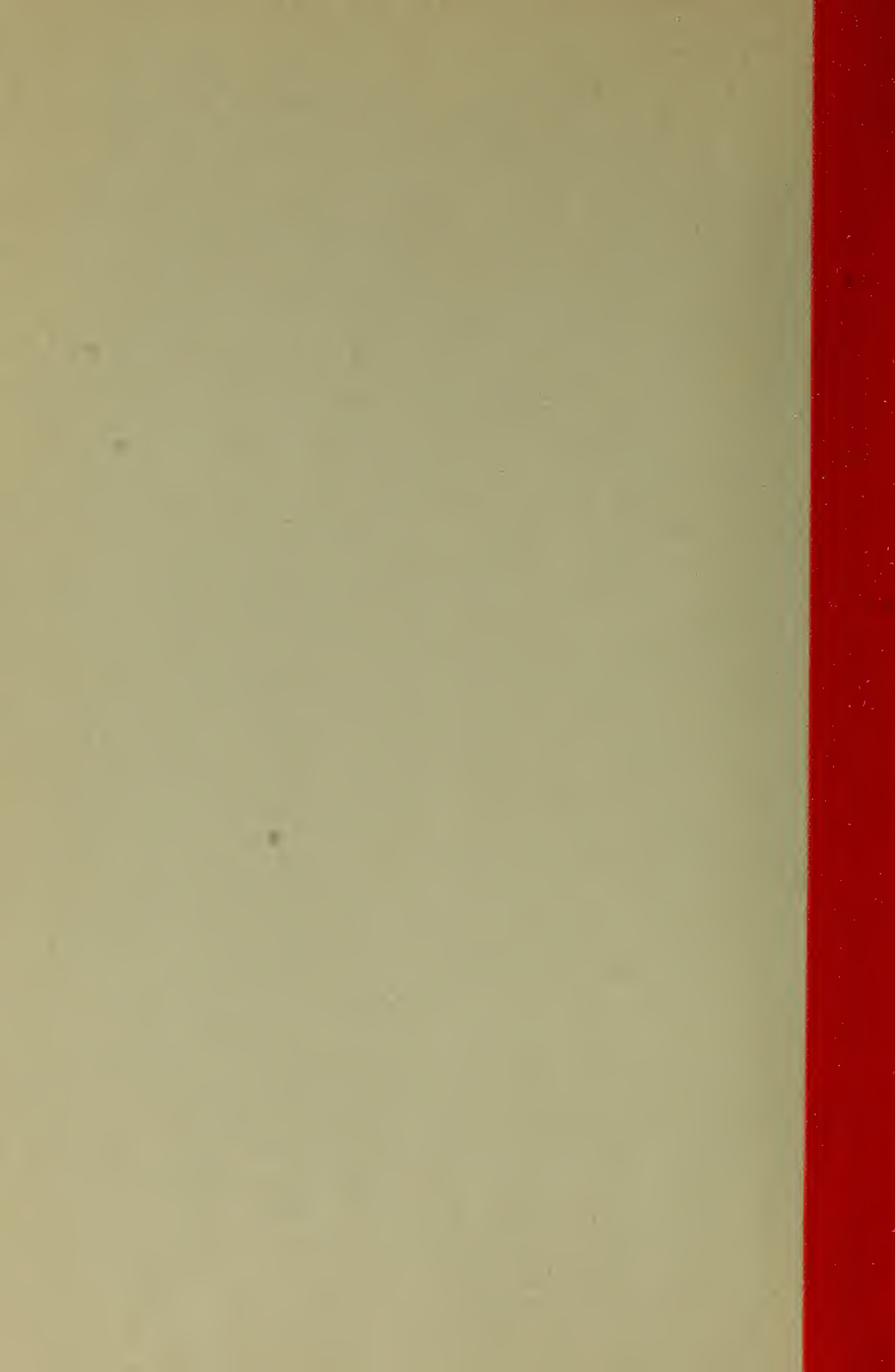


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BULLETIN

(STATE OF) ARKANSAS

Department of Education

J. L. BOND, *Superintendent*

LITTLE ROCK

ANNUAL REPORT OF
EDUCATIONAL ACTIVITIES IN
NEGRO SCHOOLS

J. A. PRESSON, *Supervisor*
Negro Schools

YEAR ENDING JUNE 30, 1920.

ANNUAL REPORT OF J. A. PRESSON, SUPERVISOR
NEGRO SCHOOLS, YEAR ENDING
JUNE 30, 1920.

Little Rock, Ark., July 1, 1920.

*Superintendent J. L. Bond,
Little Rock, Ark.*

DEAR SIR: I have the honor to submit to you a brief summary of the work done among the Negro schools of the State, under my supervision and direction, during the year ending June 30, 1920.

The degree of success that has attended the efforts put forth in this phase of educational work in the State has been due to the following causes:

1. The eager response of the Negro teachers of the State, and their desire to do better work.
2. The hearty co-operation of local school boards, principals and superintendents.
3. The interest and co-operation of County Superintendents.
4. The responsive spirit manifested by school patrons and pupils.
5. Financial assistance from sources outside of the State, without which much of what was accomplished would have been impossible.
6. The splendid supervision and direction given by the State Superintendent, and co-operation and assistance so willingly contributed by the other supervisors in the Department of Education.

Respectfully submitted,

J. A. PRESSON, *Supervisor Negro Schools.*

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INTRODUCTORY.

According to the Federal census of 1910, there are 443,423 Negroes in Arkansas. This constitutes 28 per cent of the entire population of the State. The colored illiterates, above ten years of age, are about 20 per cent of the entire colored population.

The greater part of the colored population is in the southern and eastern part of the State. Counties in the northern and norwestern part of the State have very small colored population. Fourteen counties have fewer than one hundred Negroes each, and eleven counties fewer than fifty each. In fourteen counties more than 50 per cent of the population is colored, and in eight counties the colored population ranges from 60 to 80 per cent of the entire population. 80 per cent of the colored population is rural.

The State Department of Education views Negro education from three aspects:

ECONOMIC ASPECT.

The proper education of a group composing nearly one-third of the entire population of the State has an apparent economic bearing. The material progress of a State is more dependent upon the character, skill, and general intelligence of its citizens than upon its mere natural resources. These natural resources will remain virgin and unused unless the people are sufficiently trained to develop and utilize them.

Negroes have recently entered, in larger numbers than ever before, into the various industries of towns and cities of the State, and therefore their education should be such as to prepare them for the greatest possible efficiency in this line of work. Doubtless a lack of educational facilities is one factor in the migration from rural to urban situations, as well as from Southern to Northern cities.

If this is an important matter for cities, it is much more so for the counties where there is such a large per cent of colored rural population. Thousands and thousands of acres in Arkansas are cultivated by Negroes, either as owners of the land, or as tenants, and much of it is still cultivated in the traditional way, thereby wasting the fertility of the soil. Improvement of rural school conditions for Negroes should

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lead to improved methods of farming, and should also tend to produce a happier rural population, and make it possible for rural children to receive such training as shall fit them to do well the things they may desire to do. The prosperity of colored farmers augments the prosperity of white farmers, merchants, bankers, and business men. It means also the increasing of taxable wealth, the foundation for better schools, better churches, better roads, and a higher standard of community spirit and general welfare.

HEALTH.

It is learned from reliable sources that the death rate among Negroes is almost twice as high as among white people. It is evident that little can be done toward the control of preventable diseases, such as tuberculosis, typhoid fever, malaria, etc., until the colored people can be brought to a realization of the fact that they should co-operate with all the agencies of the State for the promotion of public health. It is evident that this one-third of the State's population should be rendered able to eliminate unhygienic conditions and to safeguard themselves and their neighbors from disease.

TRAINED LEADERSHIP.

The Negroes must be encouraged to develop leadership within their own race, therefore the State Department of Education desires to render every possible assistance in training them for this purpose. There must be teachers, preachers, doctors, dentists, and skilled workmen and farmers who shall lead, both by example and precept, and make it possible for the encouragement and assistance rendered by the State to properly function. Therefore this department favors larger support for, and more attention given to secondary and higher education for the colored people of the State. Increased and improved facilities for teacher training should be had, and closer supervision and direction should be maintained by school officials.

PLAN FOR DISTRIBUTION OF AID FROM THE
JULIUS ROSENWALD FUND FOR BUILDING
RURAL SCHOOLHOUSES IN THE
SOUTH.

1. The Julius Rosenwald Fund will co-operate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the schoolhouses themselves.

2. The sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.

3. The Trustees of The Fund and the State Department of Education will agree as to the number of new buildings in the construction of which they will co-operate.

4. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a one-teacher school is two acres.

5. Plans and specifications for every building shall be approved by the General Field Agent before construction is begun. On request from the State Department of Education The Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouses.

6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources, to wit: from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip and furnish the building.

7. The Fund will deposit with every co-operating State Department of Education a sum of money recommended by the General Field Agent, to constitute working capital, from which the proper State official may make disbursements as required. At the close of every month, the State Department will be expected to report to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the State Department of Education. Thereupon The Fund will replenish its deposit in the amount disbursed.

8. The amount appropriated by The Fund shall not exceed \$500.00 for a one-teacher school, \$800.00 for a two-teacher school, \$1,000.00 for a three-teacher school, \$1,200.00 for a four-teacher school, \$1,400.00 for a five-teacher school, and \$1,600.00 for a six-teacher school. The figures mentioned above are to be the maximum amounts in each case.

9. Aid will be granted toward the construction and equipment of only those school buildings whose terms run at least five consecutive months.

10. Every community agrees to complete, equip, and furnish its school building within eight months after reporting that it has qualified for aid from The Fund.

11. To insure the protection of the property and to make the schools serve the broadest community interests, teachers' homes should be provided on the school grounds. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider co-operation in the construction of teachers' homes. These homes will be aided on the fifty-fifty basis just as in the case of schools, provided the maximum contributed by The Fund for the home shall not be more than \$1,000.00, and provided further that plans for the home shall be submitted just as in the case of the school buildings.

12. The Fund reserves the right to discontinue its operations in behalf of rural schools after reasonable notice to the Department of Education of the several co-operating States.

The amount of money and sources from which it was derived are shown in the following table:

SOURCE OF CONTRIBUTIONS.

COUNTY	No. Schools	Public Funds	Colored People	White People	Rosenwald Fund	Total
Calhoun	1	\$ 910			\$ 400	\$ 1,310
Dallas	2	2,694	\$ 460	\$ 160	900	4,214
Drew	1	1,360	102	35	350	1,847
Hempstead	1	1,450	300		500	2,250
Jackson	1	1,700			500	2,200
Lee	3	5,275			1,500	6,775
Lonoke	1	2,400			500	2,900
Miller	2	2,630	200		1,000	3,830
Mississippi	2	4,450			1,000	5,450
Monroe	2	3,450	75	165	800	4,490
Prairie	1	13,375	300		900	14,575
Pulaski	2	3,875	200		800	4,875
St. Francis	3	7,000	300	25	1,400	8,725
Union	1	900	585	175	500	2,160
	23	\$51,469	\$2,522	\$ 560	\$11,050	\$65,601

In addition, the Rosenwald Fund pays one-half of salary and traveling expenses of P. L. Dorman, Special Rosenwald Agent. The remaining one-half of his salary and traveling expenses is paid by the State through the Branch Normal College, of Pine Bluff.

STIMULATING EFFECT.

The erection of these Rosenwald buildings in the different counties has had a good influence, as evidenced by the following indications: (1) School officials have been willing and anxious to co-operate with the State Department in providing better and more adequate buildings for the Negro schools. (2) It has served as a means of setting a higher standard for rural school buildings throughout the State. (3) It has encouraged and stimulated the colored people to greater efforts educationally, and given them a higher appreciation of school opportunities. (4) It has been the means of increasing the enrollment and improving the attendance, not only in Rosenwald schools, but in neighboring schools. (5) It has stimulated the teachers to strive for better teaching, and especially to utilize all means for increasing their

efficiency. (6) It furnishes a convenient and vital point of contact for the State Department of Education, and offers opportunity for closer and more systematic supervision. (7) School officials show a disposition to secure a superior type of teachers for these schools. (8) It encourages consolidation.

JEANES INDUSTRIAL TEACHERS.

During the school year 1918-1919, there were employed twenty-one Jeanes Industrial teachers, and their activities were directed and their work supervised by the Department of Education. At the beginning of this year, these twenty-one counties were turned over to the Agricultural Extension Department, and the work has since been directed from that source.

After this arrangement had been made, Dr. James H. Dillard, President of the Jeanes Board, agreed to furnish salaries for supervising teachers in five counties, till May 31, and the General Education Board appropriated the money for extending their terms of service till December 31, 1920. The main facts relative to the activities of the Jeanes teachers are exhibited in the following table:

COUNTY AND TEACHER	No. Months	Salary	No. Schools Visited	Visits Made	Money Raised
Dallas, Mary M. Cunningham.....	6	\$ 480	9	128	\$ 149
Desha, Louise Jones.....	4½	328	9	107	21
Hempstead, Lizzie R. Moore.....	6	480	23	123	367
Lonoke, Viola A. W. Harris.....	4½	362	25	99	"
Union, Ada Smith.....	5	375	13	130	721
Totals.....		\$2,025	79	587	\$1,258

This table does not include the activities during the Extension Term, since they occurred after June 30. The terms of these supervising teachers were extended from August 1 to December 31, 1920, and their salaries were paid from funds provided by the General Education Board.

Arkansas, at present, has no county school funds. In securing the county's part of salary for Jeanes Industrial teachers we are dependent upon the levying court of each county, which is composed of the Justices of the Peace, and meets once each year. As long as this is the case, I am of the

opinion that it will be wise for the Agricultural Extension forces of the State to have full control of this work with the Negro schools the same as they do in the case of white schools. If we are able to secure the adoption of the constitutional amendment which is now being initiated, we shall have county school funds which can be used to employ county industrial teachers, and their activities can be extended so as to enable them to supervise all teaching in the primary grades, and all their activities will be directed and supervised by Educational Departments of the various counties.

COUNTY TRAINING SCHOOLS.

The State Department of Education, County Superintendents and County School Boards, and boards outside of the State that are assisting in the establishment and maintenance of county training schools have agreed that the general aims and purposes of these schools are as follows:

1. To supply for the county and the adjacent counties a central Negro school of higher type and standard in which is offered work two or three years in advance of that usually offered in rural Negro schools.
2. To maintain a higher type of physical plant and equipment, a more rigidly selected teaching force, a socialized program of studies, and a more systematic plan of supervision.
3. To provide means for the improvement of teaching in all common school studies, and to interpret these studies in terms of present needs.
4. To encourage such industrial training as shall prepare the girls and boys for more efficient work and happier lives in the home and on the farm.
5. To prepare Negro girls and boys to become economically efficient, and especially so in a rural environment, by teaching them to properly care for the home, to utilize land in making home gardens, and to be able to produce their own meat, poultry, milk, butter, etc.
6. To prepare girls and boys in the upper grades for teaching in the rural and elementary schools.

MINIMUM REQUIREMENTS OF THE SLATER BOARD.

To aid in the establishment of these schools, the trustees of the John F. Slater Fund have voted an annual appropriation of \$500.00 to each for maintenance, for a period of four years, subject to the following conditions:

1. The school property shall belong to the State, county, or district, and the school shall be a part of the public school system.

2. There shall be an appropriation for maintenance of not less than \$750.00 annually from public school funds raised by State, county, or district taxation.

3. The teaching shall extend through the eighth year with the intention of adding at least two years as soon as it shall be possible to make such extension.

A FEW IMPORTANT FACTS RELATING TO COUNTY TRAINING SCHOOLS IN ARKANSAS, SESSION 1919-1920.

Name and Location of Training School and Name of Principal.	No. Teachers	Enroll- ment	SALARIES	
			Sources	
			Public Fund	Slater Fund
Chicot County—				
Lake Village, W. F. Branch.....	7	350	\$ 3,220	\$ 500
Dallas County—				
Fordyce, S. J. Anderson.....	8	568	3,580	500
Hempstead County—				
Hope, H. C. Yerger.....	8	650	4,135	500
Lee County—				
Marianna, D. W. Hughes.....	9	735	4,405	500
Ouachita County—				
Camden, W. S. Williamson.....	7	375	1,730	500
Pulaski County—				
McAlmont, P. J. VanPelt.....	7	360	2,680	500
Totals	46	3038	\$19750	\$3000

TOWN SCHOOLS AIDED BY SLATER FUND.

In order to encourage the teaching of industrial subjects, the Slater Fund has made a small appropriation to a limited number of schools to enable them to get the work established, with the expectation that it be continued and supported from local taxes. The condition under which this aid is granted is that at least an equal amount of additional funds be spent for this work. The Slater aid will be diminished each year and will finally be withdrawn entirely. The following table shows how this fund was used during the past session:

Town—	Amount
Arkadelphia	\$250.00
Helena	250.00
Madison	250.00
Stuttgart	250.00

At Arkadelphia the \$250.00 was used for purchasing equipment for the boys' shop, and from public funds was secured the entire salary of the manual training teacher. At Helena, Madison and Stuttgart the \$250.00 was used for purchasing domestic science equipment, and the entire salary of the domestic science teacher in each case was paid from public funds.

AMOUNT APPROPRIATED BY THE GENERAL EDUCATION
BOARD FOR EQUIPMENT IN COUNTY
TRAINING SCHOOLS.

Name and Location of School—	Amount
Chicot County, Lake Village.....	\$442.50
Pulaski County, McAlmont.....	449.79
Total.....	\$892.29

GIRLS' DORMITORY FOR HEMPSTEAD COUNTY TRAINING
SCHOOL AT HOPE.

This building provides a home for sixteen girls who come in from distant parts of the county in order to attend the upper grades of the county training school.

On the first floor are, the reception hall, dining room, kitchen, pantry, and three bed rooms. On the second floor are six bed rooms and a bath room. Each bed room is furnished with a clothes closet, table, chairs, electric lights and two single iron cots.

Funds for the erection and equipment of this building were derived from the following sources:

General Education Board.....	\$2,500.00
Private Subscriptions—	
From White People.....	\$1,000.00
From Colored People.....	641.00—\$1,641.00
Total.....	\$4,141.00

THE TEACHER PROBLEM.

Probably the one handicap which hinders most in making satisfactory progress in Negro education is the lack of a sufficient number of adequately trained teachers. In the first place the State is very much lacking in facilities for their initial training. The Branch Normal College, at Pine Bluff, is the only State institution which makes any attempt at the training of Negro teachers. This school has a Normal Training Department in name, but it has so far been unable to attract a large number of pupils to this course. Not more than eight or ten persons graduate from this department annually. The high schools in Little Rock, Hot Springs, and Helena maintain normal departments with an annual graduating class of ten or twelve from each school.

In the County Training Schools there are maintained in the upper grades teacher training courses that serve as a basis for young men and women to meet the legal requirements for licenses to teach, giving them sympathy with rural activities, and supplying such elementary professional training as will enable them to begin their work intelligently and lay the foundation for professional growth.

There are three denominational colleges in the State in which are maintained teacher training departments in charge of special teachers. Philander Smith College has an annual graduating class from this department of twenty-five or thirty; Shorter College has a class of fifteen or twenty; and the Arkansas Baptist College eight or ten. These colleges meet the requirements prescribed by the State Board of Education, follow the prescribed course of study for teacher training, and the State Board of Education, in turn, grants certificates for teaching to their graduates who complete these courses.

TRAINING IN SERVICE.

The most hopeful phase of our teacher training work, and that which promises largest returns on the investment, is training them after they have entered the service. This is accomplished by efforts along two or three different lines. Through the generosity of the General Education Board it has been possible to send teachers to summer schools at Hampton and Tuskegee, and this is having splendid influence on these teachers and the schools in which they teach. It is the custom to select for these summer courses teachers from County Training Schools, from Rosenwald schools, and Jeanes Industrial teachers, and matrons of dormitories. These teachers, after their return, exert a wholesome influence on other teachers of the community.

We also maintained five summer schools of four weeks' duration in the State. One of these was held at the Branch Normal College, the State school for Negroes. This was maintained by the State, supplemented by a small matriculation fee. There were four local summer schools maintained in the State. The General Education Board gave financial assistance to these which was supplemented by funds from the counties, the State, and matriculation fees.

The instructors in these summer schools were selected with care, and in the main, the teaching was good. The enrollment was good, but the average attendance was disappointing. I have reached the conclusion that these schools function properly only when rigid care is observed in selecting instructors, courses of study are definitely planned and very rigidly adhered to, and close supervision is maintained by county superintendents and State school officials.

SUMMER SCHOOLS FOR TEACHERS AIDED BY THE GENERAL
EDUCATION BOARD.

NAME AND LOCATION OF SCHOOL AND NAME OF CONDUCTOR.	No. In- structors	Enroll- ment	EXPENSES				
			From State	From County	From G. E. B.	From Fees	Total
Hempstead County, Hope— H. C. Yerger.....	6	160	\$20	\$100	\$ 250	\$245	\$ 615
Lee County, Marianna— D. W. Hughes.....	7	174	20	200	250	78	548
Ouachita County, Camden— W. S. Williamson	5	101			250	255	505
Pulaski County, Little Rock— I. T. Gillham.....	5	141	20		250	256	526
Totals.....	23	576	\$60	\$300	\$1000	\$834	\$2194

As a further means of growth the teachers are organized into professional study clubs. These clubs, in some instances are made up of the teachers of one school, especially where there are as many as six or eight working together, and in case of small schools the club is composed of a group so situated that meetings can be held at least once a month. Definite programs are prepared by the State agent and specific references given for study programs. The subject matter for these programs deals with specific school problems which the teacher must face every day. Below is given a sample of study outline and references used by many groups of teachers:

OUTLINE FOR PROFESSIONAL STUDY.

Lesson I. The content of Spelling, the difficulty of words, the number of new words, etc.

References: Teaching Elementary School Subjects, by Rapeer, chapter III; Teaching the Common Branches, by W. W. Charters, chapter I; The Eighteenth Year Book, Part II, chapter III.

Lesson II. How to Teach Spelling.

References: The same books and chapters as given for Lesson I.

Lesson III. Arithmetic in Grades 1, 2, 3, and 4.

References: Rapeer, chapter IX; Charters, chapter XII; Eighteenth Year Book, Part II, chapter IV.

Lesson IV. Arithmetic in Grades 5, 6, 7, and 8.

References: Same books and chapters as given for Lesson III.

Lesson V. Reading in Grades 1, 2, 3, and 4.

References: Rapeer, chapter VII; Charters, chapter V; Eighteenth Year Book, Part II, chapter II.

Lesson VI. Reading in Grades 5, 6, 7, and 8.

References: Rapeer, chapter VIII; Charters and Year Book, same as in Lesson V.

Lesson VII. Penmanship.

References: Rapeer, chapter IV; Charters, chapter II; Eighteenth Year Book, Part II, chapter I.

Lessons for the remainder of the year will be based on sheets A, B, C, and D, which will be furnished upon application. References: Rapeer, chapter I; Charters, chapters XV-XVIII.

REFERENCE BOOKS.

Teaching Elementary School Subjects, by L. W. Rapeer. Chas. Scribner's Sons, Chicago. Price \$2.25.

Teaching the Common Branches, by W. W. Charters. Houghton-Mifflin Co., Boston. Price \$1.50.

The Eighteenth Year Book, Part II, Public School Publishing Co., Bloomington, Ill. Price \$1.00.

In order to provide a motive on the part of these teachers for maintaining study clubs and doing the work prescribed in the outline, tests are given by the State agent from time to time in the schools, and if the teaching is very weak, these weaknesses become apparent, and then a desire to do better work is stimulated.

Many professional libraries have been provided, and the teachers are reading more professional books and magazines than ever before, and, as a consequence, are taking their

work more seriously, and are growing into better teachers. Funds for providing libraries are raised by giving entertainments, by private subscriptions and donations, and in some instances the money is provided from local school taxes. The General Education Board assisted in providing libraries for four County Training Schools last year.

SOURCES OF MONEY FOR PROVIDING LIBRARIES IN FOUR COUNTY TRAINING SCHOOLS.

SCHOOL	From General Education Board	From Local Funds	Total
Chicot County	\$ 25.00	\$ 30.25	\$ 55.25
Pulaski County	25.00	25.00	50.00
Hempstead County.....	25.00	25.00	50.00
Dallas County	25.00	25.56	50.56
Totals.....	\$100.00	\$105.81	\$205.81

EXTENSION OF SCHOOL TERM.

FROM THE ROSENWALD FUND.

COUNTY AND SCHOOL—	No. Months Extended	AMOUNT	
		Rosenwald	District
Lee, Oak Forest.....	2	\$100.00	\$100.00
Mississippi, Carson.....	2	150.00	150.00
Totals.....		\$250.00	\$250.00

FROM JEANES FUND.

COUNTY AND SCHOOL—	No. Months Extended	AMOUNT	
		Jeanes	District
Hempstead, Fair Star.....	1	\$25.00	\$ 25.00
Hempstead, Mt. Moriah.....	1	25.00	25.00
Hempstead, Coy Chapel.....	1	25.00	25.00
Hempstead, Columbus.....	1	52.00	52.00
Hempstead, Clow.....	1	65.00	65.00
Hempstead, Macedonia.....	1	25.00	25.00
Totals.....		\$217.00	\$217.00

TEACHING OF VOCATIONAL AGRICULTURE.

Regulations adopted by the State Board of Education governing the distribution of State and Federal Funds for the Teaching of Vocational Agriculture.

I. In distributing these funds preference will be given to schools located in rural communities.

II. For the distribution of the funds for the teaching of Agriculture under the Smith-Hughes Act, there shall be five types of schools.

1. The first type will be known as Type A.—This type of school is located in a school district in which 90 per cent of the pupils enrolled reside on a farm of not less than forty acres.

2. The second type will be known as Type B.—This type of school is located in a school district in which 75 per cent of the pupils reside on a farm of at least forty acres.

3. The third type will be known as Type C.—This type of school is located in a school district in which $66\frac{2}{3}$ per cent of the pupils enrolled reside on a farm of at least forty acres.

4. The fourth type will be known as Type D.—This type of school is located in a school district in which at least one-half of the pupils enrolled live on a farm of at least forty acres.

5. The fifth type will be known as Type E.—This type of school is located in a school district in which less than 50 per cent of the pupils live on a farm of at least forty acres.

III. Funds will be distributed to the schools of the various types as follows:

1. Schools of type "A" shall receive aid from State and Federal funds sufficient to pay the entire salary of a teacher of agriculture, provided the salary does not amount to more than \$1,800.00 per year.

2. Schools of type "B" shall receive four-fifths of the amount of the salary of the teacher from State and Federal funds, provided the sum received does not amount to more than \$1,440.00 per year.

3. Schools of type "C" shall receive three-fourths of the salary of the teacher from State and Federal funds, provided

the sum received does not amount to more than \$1,350.00 per year.

4. Schools of type "D" shall receive two-thirds of the salary of the teacher from State and Federal funds, provided the sum received does not amount to more than \$1,200.00 per year.

5. Schools of type "E" shall receive one-half of the salary of the teacher from the Federal Government, provided the sum received does not amount to more than \$1,000.00 per year.

IV. The schools receiving State funds must meet the following requirements:

1. Must comply with all State laws regarding schools and school children.

2. The maximum local tax of 12 mills must have been voted the preceding school election.

3. Each teacher of agriculture must have at least thirty pupils over fourteen years of age taking the work in Vocational Agriculture. (One teacher can teach in two schools.)

4. Must comply with all rules and regulations of the State and Federal Boards for Vocational Education in the Teaching of Vocational Agriculture.

5. Must furnish sufficient room, equipment, supplies, and transportation for the teacher of agriculture.

6. It is understood that a school receiving aid in Vocational Agriculture will not make application for State or Federal aid for the purpose of teaching any other subject.

V. All pupils who take the course in Vocational Agriculture must be fourteen years of age and live on a farm or be preparing to go on a farm.

VI. The teacher of Vocational Agriculture must be a graduate of a standard four-year agricultural college and must have had at least two years' practical farming experience.

VII. All teachers must be employed for twelve months in the year, and all schools must have at least six months of supervised practice work in Agriculture.

VIII. All pupils taking the work in Vocational Agriculture are required to spend three hours a day studying the subject of Agriculture and one and one-half hours of this time must be devoted to home project work.

IX. The local school boards will be required to pay the monthly salary of the teachers of Vocational Agriculture and the State Board of Education will reimburse the local school district on or before September 1, 1920.

Twenty-eight per cent of the population of the State is colored, and the State Board for Vocational Education gives to the colored schools 28 per cent of both State and Federal funds available for vocational education. This has enabled us to do a very considerable amount of work along this line with the Negro schools.

When we began to introduce the work we found that the County Training Schools could most easily meet the requirements and that the principals of these schools could most easily qualify as vocational teachers. Later it became apparent that it was unwise to permit principals of County Training Schools to give full time to the teaching of agriculture, and at the same time be expected to act as principal of the school. It was found that one or the other line of duties suffered, and, in some instances, both. No principal of a County Training School in Arkansas is now teaching vocational agriculture.

Owing to the fact that some of the County Training Schools were situated in small towns, and could not be rated higher than an "E" type, it was later decided to place the teaching of vocational agriculture in schools serving exclusively rural communities. We have now seven "A" types and five "E" types of Smith-Hughes schools. In two instances one teacher is teaching agriculture in two schools.

None but graduates of standard agricultural schools have been employed as teachers, consequently we have a group of well trained men doing this work. Salaries range from \$1,200.00 to \$1,600.00 per year.

An itinerant teacher is employed for part-time to work with the colored teachers in the field. This itinerant instructor is employed in the nature of an efficiency expert. He visits the schools, makes surveys, assists the teachers in making out their programs, and gives them a systematic course of instruction in methods. The itinerant instructor has rendered service to all twelve vocational teachers this year.

The teacher training work at the Branch Normal is equipped with a classroom and laboratory adequate for the work.

REPORT OF PROJECTS, DECEMBER 31, 1919.

Name of Project	No. Enrolled.	Total Scope	Total Charges	Total Credits	PUPIL'S PROJECT INCOME		
					Net Profit	Paid Self for Labor	Total
Corn	21	17A	\$365.39	\$1,947.50	\$1,581.91	\$257.84	\$1,839.75
Cotton	8	9A	296.86	1,335.59	1,038.73	172.94	1,211.67
Garden	25	5-9/16	411.39	1,474.74	1,063.35	334.88	1,398.23
Potatoes	7	6 $\frac{3}{4}$ A	804.01	1,537.30	732.99	143.80	876.79
Sorghum	3	7A	55.00	815.00	760.00	40.00	800.00
Tomatoes	5	15/16	36.45	158.00	121.55	20.00	141.55
Wheat	1	2A	73.75	138.12	64.37	10.00	74.37

REPORT OF SMITH-HUGHES SCHOOLS,
June 30, 1920.

NAME OF PROJECT.	Number Enrolled	Number Completed	Total Scope
Corn	151	(To be completed Fall of 1920.)	178 Acres
Cotton	78		103 Acres
Cabbage	1		$\frac{3}{4}$ Acre
Garden	23		8-3/10 Acres
Peanuts	9		9 Acres
Peas	6		6 Acres
Poultry	10		144 Hens
Pig	10		10 Pigs
Potatoes	6		7 Acres
Sorghum	6		5 $\frac{1}{2}$ Acres
Tomatoes	6		3 $\frac{1}{2}$ Acres
Sweet Potatoes	18		23 Acres

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